

STEERING COMMITTEE MEETING

JANUARY 12TH, 2006

MEETING MINUTES

Members Present: Governor Chris Gregoire, Representative Glenn Anderson, Dr. Terry Bergeson, Charley Bingham, Denny Heck, Eric Liu, Senator Rosemary McAuliffe, Victor Moore, Senator Dave Schmidt, Bob Watt.

Governor Gregoire convened the meeting of the **Washington Learns** Steering Committee at 9:00 am on January 12th, 2006.

As the first order of business, Governor Gregoire made a motion to approve meeting minutes from the December 12th Steering Committee. The committee approved the minutes with the addition of Senator Dave Schmidt, who had attended the December 12th meeting, but was not listed in members present. The minutes were adopted by the Steering Committee.

Representatives of the Higher Education, Early Learning and K-12 Advisory Committees reported back to the Steering Committee from the latest meetings.

Higher Education: Please refer to the December 19th staff summary for further detail. Sally Jewell reported back from the Higher Education Advisory Committee. Her report included an overview of the Funding, Transitions, and Enrollment working groups meetings on December 19th. The groups heard presentations from various experts in their respective issue areas and worked on a list of deliverables for the Higher Education consultant NORED.

Early Learning: Please refer to the December 7th staff summary for further detail

Bob Watt reported back from the early Learning Advisory Committee and provided an overview of the recent discussions regarding public/private partnership, cabinet level department of early learning and the need for additional advisory support. Watt reported that the first hearing of the bill to create a cabinet level department of learning bill SB 6466/HB 2964 was scheduled for January 18th. In addition a press conference was schedule for January 17th with partners Talaris, Gates, Boeing, Social Ventures and Clear Channel. Finally, the Early Learning Advisory Committee was in the process of planning an event in Olympia with research authorities Art Rolnick and Jack Shonkoff to discuss current findings on the economic payoffs of investing in early learning.

K-12: Please refer to the December 12th staff summary for further detail

Dr. Terry Bergeson reported back from the K-12 committee whose recent discussions revolved around working to define success indicators. She reported that the K-12 Advisory Committee had called an additional meeting on the evening of January 23rd with the Director's of the Ethnic Minority Commission.

Deb Merle provided a brief overview of the selection process for the Higher Education Consultant and introduced NORED to the Steering Committee.

NORED representatives Dr. Bill Chance, Project Manager, Dr. Paul Sommers and Dr. Bill Zumeta presented to the committee. Bill Chance presented the outline of NORED's three-task work plan. Task one and two are substantive in nature and include an analysis of funding and enrollment. Task three includes a presentation to Washington Learns in the form of working papers. The team reported that the papers would be synthesized into a final draft report that will be presented in a Joint Meeting of the Steering Committee and the Higher Education Advisory Committee on June 23rd.

Bill Chance emphasized that questions from the Steering Committee and Advisory Committee would also guide the work plan and discussed the close working relationships between the consultant and committees.

The topics and questions to this presentation included:

Questions to NORED from Steering Committee Meeting January 12th, 2006

- What is the appropriate number of BA's & AA's in Washington State?
- How better can we determine and meet workforce needs for specific degree production in Washington State? How can we determine what types of degrees we will need today and 15 years from now?
- Is there a way that institutions can model themselves to meet workforce demand? How can institutions become more flexible to meet the demand of employers?
- How better can we incentivize students to enter specific high demand professions? How does the cost of education provide incentives/ disincentives for students to pursue higher education and enter specific high demand professions?

- Is there a way to make higher education more efficient? What incentives (financial, etc) can be provided that encourage students to transition through the system and graduate in 4 years?
- How can we examine outputs in higher education to promote greater accountability? How better can we obtain and analyze output data to make the case for the public funding of higher education?
- How can we radically improve access to higher education? How do other countries support funding models that provide greater access to students?
- How can we make the transitions between Early Learning, K-12 and Higher Education seamless? How can we further link the funding structures of K-12 and Higher Education?

Members of the Steering Committee will continue a close working relationship with NORED.